

DOCUMENT RESUME

ED 208 221

CE 030 338

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TITLE Program Evaluation and the Management of Change Using the Individual as a Frame of Reference.
PUB DATE 30 Oct 81
NOTE 48p.; Paper presented at the Adult Education Association Conference (Anaheim, CA, October 30, 1981).
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Achievement; *Adoption (Ideas); *Change; *Evaluation Methods; Experiential Learning; Field Instruction; *Individual Development; Innovation; Low Income; Models; Poverty Areas; *Program Evaluation; Student Evaluation; *Teacher Education
IDENTIFIERS *Concerns Based Adoption Model; Omaha Teacher Corps Project NE

ABSTRACT

The Omaha Teacher Corps Project has developed a comprehensive evaluation plan involving not only concrete data but individual behavior as well. Its evaluation program consists of seven levels of evaluation: inputs, activities, participation, reaction, learning, practice change, and end result. (Six exhibits illustrate the logistical matters concerned with data collection and documentation of each level.) One component of the evaluation process is the Concerns-Based Adoption Model (CBAM), a model that uses the individual as its frame of reference. It views the change process within formal organizations as entailing the individual's moving through several identifiable Stages of Concern about the Innovation and eight Levels of Use of the Innovation. Levels of Use are assessed using a validated, focused-interview process. A 35-item questionnaire and an open-ended concerns statement have been developed to measure Stages of Concern. This concerns-based approach is a diagnostic-prescriptive one that takes place within the context of the school/college where the change is occurring. The Stages of Concern questionnaire can be used to evaluate learning; the Levels of Use of the Innovation can be used to determine extent of adoption of the innovation. (Instruments are appended.) (YLB)

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PROGRAM EVALUATION
and the
MANAGEMENT OF CHANGE
USING THE INDIVIDUAL AS A FRAME OF REFERENCE

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Prepared for presentation at the Adult Education Association
Conference, Anaheim, California, on October 30, 1981.

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INTRODUCTION

The task to be accomplished in this paper is two-fold. The first is to propose a set of postulates for evaluating programs. The second is to present an overview of one component of this evaluation process, the Concerns-Based Adoption Model, a model that uses the individual as its frame of reference.

The evaluation process consists of several simple steps: 1) formulating the questions you want answered (establishing criteria or benchmarks); 2) collecting the data that will enable you to answer those questions; 3) analyzing the data and interpreting what they mean as answers to the questions raised; and 4) modifying your plans, operations, and programs in the light of your findings. This is not merely a mechanical and automatic step-taking process; decisions have to be made repeatedly as to when to evaluate what and who should be in on the evaluation.

Informal evaluation is actually going on all the time. Some kinds of judgments are being made continuously about worth of a program. Participants are constantly making complaints or paying compliments. This continuous but almost unconscious evaluation results in many improvements, provided the program staff has developed skills in nondefensive listening. But it does not serve the same purpose as periodic, systematically planned evaluation. (Knowles, Malcolm S. The Modern Practice of Adult Education, Association Press, Follett Publishing Company/Chicago, 1980).

Most well-run programs have some form of feedback from participants and instructors at the end of a program unit - each term, each semester, or

each year. This feedback typically taps information about a sample of operational and educational objectives and tends to produce what has come to be known as the "happiness data" or "happiness index". This kind of feedback is most useful in providing a general sense of trends in morale and satisfaction, but rarely reflects specific and practical suggestions for improvement in the general program or specific activities.

In an attempt to utilize both the informal "happiness data" and the formal systematic data, the Omaha Teacher Corps Project has developed a comprehensive evaluation plan involving not only concrete data but individual behavior as well.

Before examining this comprehensive evaluation plan, an organizational context needs to be established.

PLANNING CONTEXT AND CLIENT SYSTEM

The Omaha Teacher Corps receives its funding from a grant issued by the Department of Education. As a result of this funding, certain aspects of the program are mandated by federal rules and regulations. The structural basis of the project requires the involvement of a public school system, a low-income community and an institution of high education. The Omaha Public Schools (two elementary, one junior high and one senior high), the North Omaha Community, (population approximately 60,000), and the University of Nebraska at Omaha compose the Omaha Teacher Corps Project 79.

Project 79 in many ways is much different from the previous Teacher Corps cycles. First, it is funded for a five year period rather than a two year period, allowing one year for planning, two years for implementation and two years to institutionalize and disseminate. This system appears to suit the needs of the project much more efficiently than in the past, being funded for two year cycles, required planning, implementation and dissemination concurrently.

The second difference in projects results in the fact that Project 79 is the last Teacher Corps project of its kind. For this reason, extensive documentation and evaluation is required. This documentation and evaluation includes quarterly essays to Stanford Research International and monthly progress reports to Teacher Corps, Washington, D.C. These data will be used to revise and refine future Teacher Corps projects.

Revision and refinement has been a part of Teacher Corps projects since their beginnings. Teacher Corps began in the 1960's as the brainchild of the

Lyndon Johnson Administration. Some say Teacher Corps was the Johnson's Administration's answer to the previous Kennedy Administration's successful Peace Corps programs. At any rate, Teacher Corps began as a method to enhance Teacher Education by having scores of perspective teachers reside in and serve low-income communities while completing requirements for teaching certification. Through the years the emphasis has turned to inservice education rather than preservice education. Teacher corps, through institutionalization, still hopes to enhance preservice education but the main thrust is now on serving the needs of teachers involved in teaching the field setting. Instead of scores of Teacher Corps interns, the project now has a Resource Team of four inexperienced teachers possessing teacher certificates and working on Master's Degrees. They serve the community via certain community projects and activities. The team also serves as resource personnel for project school teachers.

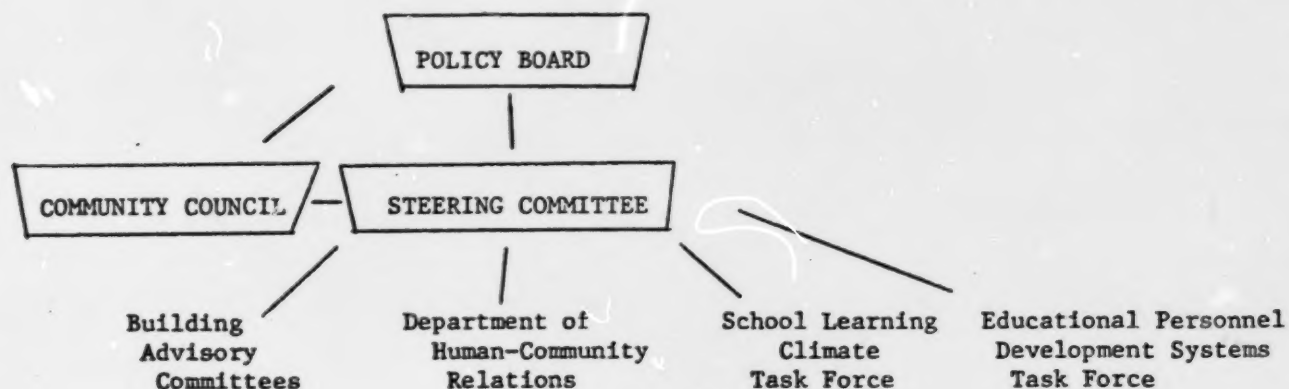
The overall project goals as described in the federal regulation are to allow the three entities described earlier to collaborate and on a priority basis:

- (1) Establish programs in Community Education,
- (2) Establish programs in Multicultural Education,
- (3) Aid teachers in dealing with children with special needs and the diversity of learners,
- (4) Provide Educational Personnel Development systems for staff development,
- (5) Enhance the role of community members in the educational process,
- (6) Institutionalization - incorporating successful elements of the project into the regular programs of school, community and university, and
- (7) Dissemination - sharing these successes with other school districts and universities.

Collaborative decision-making is a key element in the Omaha Teacher Corps Project. According to a study of federally-funded programs conducted by the Rand Corporation, change cannot occur without mutual adaptation by all parties involved. The spirit of collaboration is one means of achieving mutual adaptation.

To that end, every effort has been made to construct an organizational structure where communication, feedback and role group representation exist. Figure 1 is a visual representation of the Omaha Teacher Corps organizational structure.

Figure 1



* Lines indicate information sharing

The Policy Board is composed of the Superintendent of the Omaha Public Schools, Dean of the College of Education, UNO, and the Chairperson of the Community Council. The primary responsibility of this group is to oversee matters of policy in regards to respective role groups. This board receives monthly progress reports, traditionally meets rarely, and serves as the final decision-making body as far as Teacher Corps personnel matters are concerned.

The Steering Committee is composed of representatives of all role groups; school, community, university, and Teacher Corps staff. Members include building principals and assistant principals, teacher from each project school; university Teacher Education personnel; parents; non-parent community members; the chairperson of the Community Council; Teacher Corps staff; a high school and a junior high school student. The committee is the vehicle for information sharing and problem solving. It meets regularly on a monthly basis.

The Community Council was elected at an open election held during the first ninety days of project operation. An effort was made to make the council as representative of the North Omaha community as possible as evidenced in the different categories of membership. These categories include:

- 1 Parent from each project school (4 total)
- 2 Clergy
- 2 Non-parents
- 1 Government representative
- 2 Senior Citizens
- 2 Business representatives
- 1 Student

The Community Council is responsible for its own budget, assessment of community needs and funds projects designed to improve the community and involve community members in the educational process. A Teacher Corps staff member, the Community Coordinator, serves as a resource to this group and coordinates their activities. The council meets regularly on a monthly basis.

The Department of Human/Community Relations is a component of the Omaha Public Schools administrative structure and serves as a liaison for the school district. Members of this department are present for virtually every scheduled Teacher Corps meeting in an effort to enhance communication and serve as a resource in Omaha Public School policy matters.

The Building Advisory Committees were established at every project school during the first year (planning year) of the project. Membership is composed of teachers, principals, curriculum specialists, and counselors at each school. The committees serve in an advisory capacity; essential in the needs assessment process. The groups meet regularly. A Teacher Corps staff member, the Director of Faculty and Organizational Development, coordinates the activities of these committees.

Membership of the Educational Personnel Development Systems Task Force and the School Learning Climate Task Force include faculty members of the College of Education possessing expertise and experience in planning and implementing staff development and School Learning Climate programs and activities. The task forces serve primarily as a resource to the Building Advisory Committees and the Steering Committee.

Several Teacher Corps project staff members have been cited in this report. The staff itself is not considered a separate entity as they help coordinate and/or serve as resource personnel in all project activities. The members of the staff and their responsibilities include:

Project Director - Direct link to the National Teacher Corps Network, resource person regarding federal rules and regulations, oversees all project activities.

Director of Faculty and Organizational Development - Process expert in the areas of group process, needs assessment, and staff development activities, serves as a resource to individuals, and groups involved in these processes.

Community Coordinator - Serves as a resource for Community Education projects and activities of the Community Council. The Community Coordinator also coordinates the community involvement of the Teacher Corps Resource Team.

^A
Documentalist/Evaluator - Documents all project activities and outcomes; i.e., maintains an active written history of the project, coordinates workshops and inservice classes for project teachers. Coordinates evaluation activities.

Resource Team - Four inexperienced teachers whose main duties include implementing various School Learning and Community Education activities and projects. Each is pursuing a master's degree in education.

Team Leader - Coordinates all school activities of the Resource Team.

Federal regulations require involvement of a school system, low-income community, and institution of higher education to obtain certain goals. Each Teacher Corps project must adhere to the goals ascribed by the Department of Education. This, in a sense, denotes some philosophical constraints. Also, there are certain financial constraints in that each Teacher Corps project is funded for a fixed amount. These financial resources must be budgeted to encompass all project materials and activities from paperclips to teacher inservice workshops.

The Omaha Teacher Corps project has a tremendous resource system. This system includes individuals, facilities, and groups. Experts from the school district, UNO, as well as outside consultants are available to enhance the project. Physical facilities may be obtained from the school district or UNO. Community businesses and organizations are also willing to be of service. A fine example of this is the fact that the Community Council and Steering Committee hold their monthly meetings at the North Side Bank in North Omaha. The Omaha Teacher Corps is a member of the North Omaha Agencies Organization, an agency composed of representatives of agencies serving the North Omaha Community. Every effort is made to cooperate with these agencies so that services and activities compliment rather than inhibit.

It should be noted here that the Omaha Teacher Corps project is a temporary system. Institutionalization becomes essential. Programs must become a part of the regular framework of the benefits of the projects and activities will exist only as long as the Teacher Corps project.

The Omaha Teacher Corps operates in a designated low-income area. In this case this community is known as the North Omaha Community. All Teacher Corps services are directed toward community residents or teachers/administrators working in schools serving the area.

As stated before, the area is low-income. It contains the highest percentage of minority residents in Omaha. Most houses are one-family dwellings. There are limited recreational facilities. Most students are bused out of the area, at some point in their academic career, to other parts of the city as part of the Omaha Public School's desegregation plan.

Privately owned businesses are on the decline as a result of economic pressure and increases in vandalism. There is however, a strong sense of community.

The comprehensive evaluation program used by the Omaha Teacher Corps consists of seven levels of evaluation:

INPUTS

ACTIVITIES

PARTICIPATION

REACTION

LEARNING

PRACTICE CHANGE and

END RESULT.

Exhibits 1 - 6 illustrate the logistical matters concerned with data collection and documentation of each level. Following these illustrations, a brief explanation of the process and implications are presented.

Dimensions of this level to be evaluated	Evidence to be collected	How it will be collected	When will it be collected	Who will collect it
Time of paid staff	numbers of hours spent percent of total work time	weekly report forms	weekly-tabulated at the end of class sessions	Documen- talist
Dollar Outlay	amount spent on each budgetary item	tabulations of expenditures	end of class	clerk

Dimensions of this level to be evaluated	Evidence to be collected	How it will be collected	When will it be collected	Who will collect it
Events in Planning Process	projected and actual dates of completion	flow charts	continuously	Documentalist with staff input
Events in Implementation Process	"	"	"	"
Events in Follow-up Process	"	"	"	"

Dimensions of this level to be evaluated	Evidence to be collected	How it will be collected	When will it be collected	Who will collect it
Number of people involved	total number of registrants	compilation of registration forms	first class session	Training Coordinator
Type of people involved	refer to appendix 1	demographic questionnaire appendix 1	first class session	Documentalist via instructor
Quality of involvement	class participation	informally by instructor - i.e., observation	continuously	Instructor
Frequency of involvement	class attendance	class role	each class session	Instructor

Dimensions of this level to be evaluated	Evidence to be collected	How it will be collected	When will it be collected	Who will collect it
Course content	overall rating and comments	evaluation instrument: appendix 2	last class session	Instructor will collect Documentalist will compile
Instruction	"	"	"	"
Facilities	"	"	"	"
Impact	"	"	"	"

Dimensions of this level to be evaluated	Evidence to be collected	How it will be collected	When will it be collected	Who will collect it
Knowledge	Dimensions depend on course objectives	examinations role play simulations demonstrations	during class " " " " " "	Instructor " " "
Skills			during class	Instructor
Concerns about the innovation	Stages of Concern information Stages of Concern questionnaire Appendix 3	Stages of Concern questionnaires, interviews, and open-ended paragraphs	first and last class sessions	Documentalist

Dimensions of this level to be evaluated	Evidence to be collected	How it will be collected	When will it be collected	Who will collect it
Adoption of Innovation	Levels of Use of the innovation	Levels of Use Structured interviews	3 month after the end of class Bi-annually thereafter	Documentalist

EVALUATION PLAN

Inputs

Evaluation of inputs will be conducted primarily from documentation already compiled. The time commitment on the part of each paid staff member can easily be compiled using the weekly activity reports of each staff member. (See Appendix 4). This report requires not only a brief description of the week's activities but also asks for a percentage of time spent on each category. Categories being the four major Teacher Corps goals: School Learning Climate, Educational Personnel Development, Institutionalization, and Dissemination. The category of Educational Personnel Development would pertain to involvement in the inservice courses. The amount of time spent and resulting comments may also help determine to some degree the qualifications of the staff.

Dollar outlay will also be evaluated using project documentation. A tabulation of actual totals of budgetary items will produce the total dollar outlay of the program. Since no specific limit for expenditures was established, dollar outlay must be evaluated in light of other dimensions of the evaluation hierarchy; i.e., did the program adequately accomplish established goals to merit the dollar outlay? In both these cases, the project documentalist will be responsible for tabulating these results. The project clerk will assist in compiling budgetary information. These data will be included in the final evaluation report which will be sent to all project staff, Policy Board members, Steering Committee members, and Community Council members.

Activities

Evaluation of activities is primarily concerned with observation of the scheduled program events. These events include the planning process, program implementation, and program follow-up. The progress of these activities will

be measured by the use of flow charts. As in the example represented in Figure 2, each event is listed on the charts with an X indicating the projected date of attainment. If the event is attained prior to or after the specified date, appropriate comments are recorded. Objectives attained on the projected date are circled. These charts will be posted on bulletin boards in the staff conference room. It will be the responsibility of the project documentalist to record appropriate comments and record accomplishments. Monthly, the entire staff will review the proposed and discuss progress.

Figure 2. Inservice Class: Community Needs Assessment

<u>Activity</u>	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	<u>Comments</u>
Syllabi Developed	X (10/22)							Cleared Committee 9/15
Pre-registration		X (11/15)						
Class begins				X (1/27)				
Class ends							X (4/12)	
Evaluation Report completed							X (4/30)	

Participation

The number of people involved in the project will determined simply by the tabulation of registration forms. These forms will be used to furnish the instructor with a class list. The type of people involved will be determined by a demographic questionnaire (See Appendix 1) administered at the first class meeting as part of the Concerns-Based Adoption Model evaluation. This method will be discussed in detail at a later point. The total number of people involved and the demographic composite of participants will be included in the final evaluation report.

Evaluation of the quality of involvement and continuity/frequency of involvement will be the responsibility of the instructor, who may chose to evaluate formally or informally. These items may also be a factor in the determination of student grades.

Reaction

Reaction evaluation will consist primarily of an evaluation instrument designed to rate participant reactions to aspects of the course including course content, instruction, facilities and impact. Appendix 2 represents this instrument. Tabulation of these data in conjunction with data collected from the Concerns-Based Adoption Model (CBAM) evaluation will constitute the basis for course revision.

Learning

The design for evaluation of learning in this report will occur on several levels and use several means. Participant knowledge and skill will largely be determined by attainment of course objectives. The class instructor will be responsible for determining the accomplishment of these course objectives.

The Concerns-Based Adoption Model (CBAM) will be used to evaluate the developmental growth in respect to adoption of the innovation (change) during the classes.

The Concerns-Based Adoption Model (CBAM) presents a relatively new approach to project evaluation. A brief overview of the model is included here to help understand the impact and implemetation of the model.

A project currently underway at the Education and Development Center for Teacher Education at the University of Texas at Austin involves a model that describes the process of change in terms of the individuals involved. This model, the Concerns-Based Adoption Model (CBAM), speaks to the process of

innovation adoption from both the organizational and individual perspectives.

Note: The term "innovation" is used in a very broad sense, to refer to any idea, program, product or process that requires different behaviors from the user. In the CBAM, innovation adoption is viewed as a highly personal experience, a process through which individuals move in ways and at rates different from others. According to CBAM, innovation adopters develop along two important dimensions as they implement an innovation: (1) in the kinds of concerns they have about the innovation and (2) in their skill and use of the innovation.

Key assumptions as described by Hall (1973) underlying CBAM are:

1. CHANGE IS A PROCESS, NOT AN EVENT. The implementation of innovations is not accomplished by the occurrence of a single event; rather, change is a process that may cover as long as several years. Time and experience are required to develop new skills and organize resources to use an innovation effectively.
2. CHANGE IS MADE BY INDIVIDUALS FIRST AND THEN BY INSTITUTIONS. An institution cannot be described as having changed until the individuals within it have changed what they are doing in relation to the innovation. It is crucial in a change effort to focus on the individuals at their various points and phases within the process of implementation since they will be at different points and, therefore, will need different types of assistance.
3. CHANGE IS A HIGHLY PERSONAL EXPERIENCE. All too often, the personal side of change is completely neglected or omitted from consideration. Failure to acknowledge and attend to the personal side of change is probably one of the key reasons that so many change attempts fail.
4. CHANGE ENTAILS DEVELOPMENTAL GROWTH IN FEELINGS AND SKILLS IN RELATION TO THE INNOVATION. A part of CBAM proposes identifiable developmental stages and levels that individuals are likely to move through in relation to a change.

Implications of the preceding assumption are many. The people, rather than the innovation, probably should be the first point of focus for interventions. All too often, it appears that change facilitators become overly preoccupied with the technology and trappings of the innovation and neglect to attend to the people who will use it. Further, the identification of a series of stages and levels that individuals move through when implementing an innovation suggests that the change facilitator will likely need to use different interventions for different people at different times. This implication leads to another assumption.

5. THE CHANGE FACILITATOR MUST FUNCTION IN HIGHLY ADAPTIVE, SYSTEMIC, AND PERSONALIZED WAYS IF CHANGE IS TO BE FACILITATED MOST EFFICIENTLY AND EFFECTIVELY FOR THE INDIVIDUALS AND FOR THE INSTITUTION AS A WHOLE. Change facilitators must constantly assess the state of the process, anticipate the potential consequences of actions across the system, and adapt their actions accordingly.

CBAM was developed following approximately ten years of extensive field experience and study of change attempts. One source of ideas was the research of Frances Fuller, who had studied the "concerns" of preservice and inservice teachers. Other parts of the research were drawn from the literature on change (Bennis, 1969; Zaltman, Duncan, & Holbeck, 1973 and Rogers & Shoemaker, 1971). Still other parts of the model are based upon the clinical experiences of the authors who had worked extensively as both school-based and higher education-based internal and external change agents.

In sum, the Concerns-Based Adoption Model views the change process within formal organizations as entailing the individual's moving through several identifiable Stages of Concern About the Innovation and eight Levels of Use of the Innovation.

The change facilitator's function is (a) diagnose at what stage of concern and level of use the individual is and (b) to adapt his/her interventions accordingly. This personalized activity takes place within the context of the organization and is limited to whatever resources the change facilitator has available.

Recent research at the Texas Research and Development Center has focused on initial verification of the Stages of Concern and Levels of Use. A 35 item questionnaire and an open-ended concerns statement have been developed to measure the Stages of Concern. These measures have been used to review research studies, and change facilitators have used them in a variety of clinical settings. Appendix 3 illustrates this Stages of Concern questionnaire.

STAGES OF CONCERN ABOUT THE INNOVATION

Fuller (1969), in her pioneering research on the concerns of student teachers, proposed that those concerns moved through four levels, from unrelated to self to task and , ultimately, to impact concerns (the mental activity composed of questioning, analyzing, and anticipating consequences is concern).

Recent research (Hall, 1976; Hall & Rutherford, 1976) has demonstrated that the concept of concerns proposed by Fuller also applies to individuals who are involved in change. Seven Stages of Concern About an Innovation have been identified; they are described in Table 1.

As Fuller found with student teachers, innovation users tend to progress from lower Stages of Concern to higher Stages of Concern during the implementation process, assuming that the innovation is a worthy one and the implementation effort has been effectively facilitated.

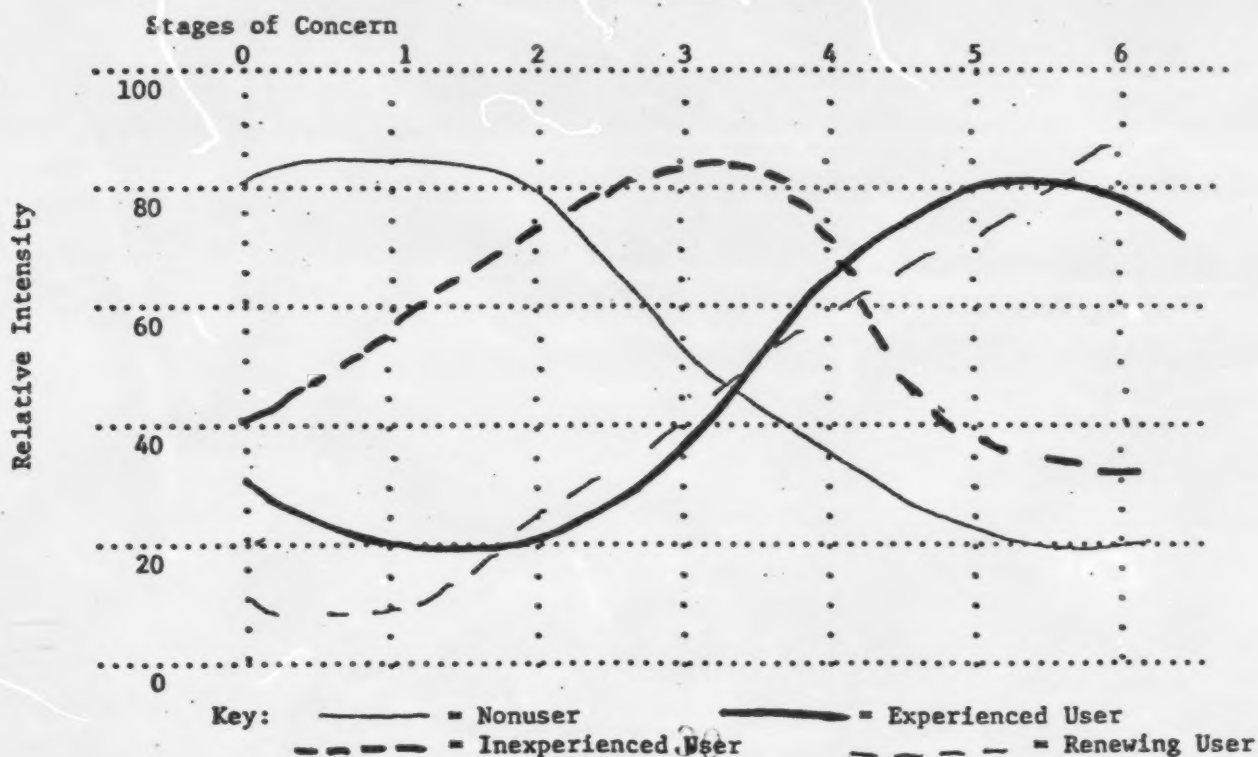
An individual does not have concerns at a single stage but instead a conglomeration of concerns. Although concerns at a single stage exist, concerns at one or two stages are relatively intense. In other words, a person's concerns at a point in time would be high on one or two stages and low on

several other stages. Figure 3 is a graphic representation of the evolution of the intensity of Stages of Concern about the innovation. According to the model, nonusers of an innovation have intense Stage 0, 1, and 2 concerns, with low

Table 1: Stages of Concern About the Innovation

- 0 AWARENESS: Little concern about or involvement with the innovation is indicated.
- 1 INFORMATIONAL: A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems to be unworried about himself in relation to the innovation
- 2 PERSONAL: Individual is uncertain about the demands of the innovation, his inadequacy to meet those demands, and his role with the innovation. This includes analysis of his role in relation to the reward structure of the organization and consideration of potential conflicts with existing structures or personal commitment.
- 3 MANAGEMENT: Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to organizing, managing, scheduling, efficiency, and time demands are utmost.
- 4 CONSEQUENCE: Attention focuses on impact of the innovation on students in his immediate sphere of influence. The focus is on relevance of the innovation for clients.
- 5 COLLABORATION: The focus is on coordination and cooperation with others regarding use of the innovation.
- 6 REFOCUSING: The focus is on exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative.

Figure 3 Hypothesized development of Stages of Concern



intensity Stage 4, 5, and 6 concerns. As use of an innovation begins, Stage 3 Management concerns would become most intense, with Stages 0, 1, and 2 concerns decreasing in intensity, and Stage 4, 5, 6, concerns gradually increasing in intensity. With experience and increased sophistication in use, Stage 4, 5, and 6 concerns become increasingly intense while Stages 0, 1, 2, and 3 concerns continue to decrease in intensity. (Hall & George, 1976).

Levels of Use is the second key dimension of CBAM for viewing individuals as they are involved in implementation. Stages of Concern focus upon the feelings and perceptions of the individual while Levels of Use describe the individual's actual performance and behaviors in relation to the innovation. There have been identified eight Levels of Use that are demonstrated by individuals as they implement an innovation. These Levels of use are presented in Table 2.

Table 2: Levels of Use of the Innovation

- 0 NONUSE: State in which the user has little or no knowledge of the innovation, no involvement with the innovation, and is doing nothing toward becoming involved.
- 1 ORIENTATION: State in which the user has recently acquired or is acquiring information about the innovation and/or has recently explored or is exploring its value orientation and its demands upon user and user system.
- 2 PREPARATION: State in which user is preparing for first use of the innovation.
- 3 MECHANICAL USE: State in which the user focuses most effort on the short-term, day-to-day use of the innovation with little time for reflection.
- 4A ROUTINE: State in which use of the innovation is stabilized. Few if any changes are being made in ongoing use. Little preparation or thought is being given to improving use or consequences.
- 4B REFINEMENT: State in which the user varies the use of the innovation to increase impact on clients within immediate sphere influence.
- 5 INTEGRATION: State in which the user is combining own efforts to use the innovation with related activities of colleagues to achieve a collective impact on clients within their common sphere of influence.
- 6 RENEWAL: State in which the user reevaluates the quality of use of the innovation, seeks major modification of or alternatives to present innovation to achieve increased impact on clients.

The Levels of Use dimension ranges from nonuse, where the individual is not doing anything in relation to the innovation, to mechanical use, where the individual makes adaptations and adjusts the use of the innovation to make it more efficient and usable for him/her, to various types of "refinement," where adaptations are made in the innovation for the purpose of increasing client outcomes. (Hall, Loucks, Rutherford, & Newlove, 1975).

Levels of Use are assessed using a validated, focused interview process. The interviews must be recorded and analyzed individually. A 35-item questionnaire and an open-ended concerns statement have been developed to measure Stages of Concern. Studies with the Stages of Concern Questionnaire have indicated that reliability of the instrument is satisfactory. In a two-week test-retest study, stage score correlations ranged from .65 to .86, with four of the seven correlations about .80. Estimates of internal consistency (alpha coefficients) ranged from .64 to .83 with six of the seven coefficients at above .70. A series of validity studies were conducted, all of which provided evidence that the Stages of Concern Questionnaire measures seven separate constructs identifiable as the Stages of Concern as they have been conceptualized.

The Stages of Concern questionnaire is scored by summing the responses to items and referring the totals to percentile tables. Stage of Concern profiles can then be plotted from the generated scores. Each profile reflects the relative intensity of each Stage of Concern and presents a general picture of the concerns of the individual. A group profile can also be plotted to describe the average intensity of each concerns stage. A computer program has been written to perform these tasks. These profiles should be variations of the ones represented in Figure 1.

In viewing Stages of Concern and Levels of Use within the framework of the Concerns-Based Adoption Model, the change facilitator, whether the dean,

another administrator, or a designated change agent, has the role of determining which resources to provide and when to facilitate the implementation effort.

The concerns-based approach is a diagnostic-prescriptive one that takes place largely within the context of the school or college where the change is occurring. The function of the change facilitator, assuming again an appropriate innovation, is one of working in an adaptive, systematic way to provide the most useful resources at the right time in personally relevant ways.

The STAGES OF CONCERN questionnaire will be used to evaluate learning. The Concerns Questionnaire will be administered during the first class session. These data will reflect the concerns class participants have about the innovation (the inservice class). An analysis of these data will be conducted by the documentalist and shared with the instructor prior to the second class period. This analysis will be the basis for the focus of the course. If for example, the instructor had designed classes to meet basically informational needs and STAGES OF CONCERN analysis revealed intense management concerns, the course content would need to be modified in order to meet the most intense needs. Since these stages are developmental, further administration of the questionnaire at the last class session and charting the growth of the class can largely determine implementation as well as provide a basis for revision and intervention strategies. Appendix 3 is a copy of the STAGES OF CONCERN questionnaire. Appendix 5 represents an individual profile and brief analysis. Appendix 6 represents a group composite and brief recommendations.

Practice Change

The second component of the Concerns-Based Adoption Model, the LEVEL OF USE OF THE INNOVATION will be used to determine the extent of adoption of the innovation. These data can only be determined by a structured interview procedure. Interviews are recorded and evaluated. These interviews will begin

three months after the end of class and will be conducted bi-annually to determine actual adoption and use. A random-sample will be interviewed. In the event the LEVEL OF USE is quite low, STAGES OF CONCERN interviews or open-ended paragraphs may be administered to facilitate intervention strategies.

End Results

The ultimate end result is the revision of the Teacher Education program at the University of Nebraska at Omaha and dissemination of Educational Personnel Development successes to other Omaha School districts and other institutions of higher education. These are long-range goals and fruition will probably not occur in the life of a temporary system such as Teacher Corps. Teacher input, faculty involvement in the field setting, education course revision and development, and institutionalization activities will be the basis for attainment of the ultimate end result.

CONCLUSION

Lasting and meaningful evaluation is a different process requiring a heavy investment of time, effort, and energy. It is the opinion of the author that meaningful evaluation can lead to planned change, which although uncommon in our institutions today, must become the norm. The research related to the Concerns-Based approach to facilitating change suggests that change facilitators who view change as a process and who focus their efforts on the individuals making the change--their changing concerns, needs, satisfactions, and behaviors--will have an increased chance to make their attempts effective and meaningful.

It may seem to some that conceiving of the adoption process as a "growth continuum" for individuals and institutions is of little significance. Social psychology and organizational development provide the contextual variables that

comprise the change process; however, these fields do not have the adoption of specific innovations or the individual as the frame of reference for such change as goals. Hopefully, the combined use of the Concerns-Based Adoption Model and the levels of evaluation offered in this paper can aid learners, instructors, and administrators with effective tools for personal, professional, and institutional growth and effectiveness.

PLEASE COMPLETE THE FOLLOWING:

1. What percent of your job is:
teaching _____% adminsitration _____% other (specify) _____%
2. Do you work: full time _____ part time _____
3. Female _____ Male _____
4. Age: 20-29 _____ 30-39 _____ 40-49 _____ 50-59 _____ 60-69 _____
5. Highest degree earned:
Associate _____ Bachelor _____ Masters _____ Doctorate _____
6. Year degree earned: _____
7. Total years teaching: _____
8. Number of years at present school: _____
9. In how many schools have you held full time appointment?
one _____ two _____ three _____ four _____ five or more _____
10. How long have you been involved in
Not counting this year.
never _____ 1 year _____ 2 years _____ 3 years _____ 4 years _____ 5 years or more _____
11. In your use of
Do you consider yourself to be a:
nonuser _____ novice _____ intermediate _____ old hand _____ past user _____
12. Have you received formal training in
(workshops, courses) YES _____ NO _____
13. Are you currently in the first or second year of use of some major innovation
or program other than
yes _____ no _____
If yes, please describe briefly.

INSERVICE EVALUATION

APPENDIX 2

Participant in: Class Class

Please rate the following areas using the 1 - 5 scale. Level 5 is the highest rating.

- | | | | | | |
|---|---|---|---|---|---|
| 1. Overall Content of Course
Comments: | 1 | 2 | 3 | 4 | 5 |
| 2. Continuity of Course
Comments: | 1 | 2 | 3 | 4 | 5 |
| 3. Clarity of Concepts Presented
Comments: | 1 | 2 | 3 | 4 | 5 |
| 4. Time to complete tasks
Comments: | 1 | 2 | 3 | 4 | 5 |
| 5. Feedback from Instructor
Comments: | 1 | 2 | 3 | 4 | 5 |
| 6. Appropriateness of Facilities
Comments: | 1 | 2 | 3 | 4 | 5 |

What

might receive more emphasis in future offerings?

What might receive less emphasis?

What impact do you feel the course will have on teaching and learning in your classroom?

Additional Comments or concerns:

Name (Optional) _____

CONCERNS QUESTIONNAIRE

APPENDIX 3

Date _____

The purpose of this questionnaire is to determine what people who are using or thinking about using various programs are concerned about at various times during the adoption process. The items were developed from typical responses of school and college teachers who ranged from no knowledge at all about various programs to many years experience in using them. Therefore, a good part of the items may appear to be of little relevance or irrelevant to you at this time. For the completely irrelevant items, please circle "0" on the scale. Other items will represent those concerns you do have, in varying degrees of intensity, and should be marked higher on the scale, according to the explanation at the top of each of the following pages.

For example:

- 0 1 2 3 4 5 6 7 This statement is very true of me at this time.
- 0 1 2 3 4 5 6 7 This statement is somewhat true of me now.
- 0 1 2 3 4 5 6 7 This statement is not at all true of me at this time.
- 0 1 2 3 4 5 6 7 This statement seems irrelevant to me.

Please respond to the items in terms of your present concerns, or how you feel about your involvement or potential involvement with We do not hold to any one definition of this innovation, so please think of it in terms of your own perception of what it involves. Since this questionnaire is used for a variety of innovations, the name never appears. However, phrases such as "the innovation," "this approach," and "the new system" all refer to

Remember to respond to each item in terms of your present concerns about your involvement or potential involvement with

Thank you for taking time to complete this task.

	0	1	2	3	4	5	6	7
	Irrelevant	Not true of me now		Somewhat true of me now			Very true of me now	
1. I am concerned about students' attitudes toward this innovation.	0	1	2	3	4	5	6	7
2. I now know of some other approaches that might work better.	0	1	2	3	4	5	6	7
3. I don't even know what the innovation is.	0	1	2	3	4	5	6	7
4. I am concerned about not having enough time to organize myself each day.	0	1	2	3	4	5	6	7
5. I would like to help other faculty in their use of the innovation.	0	1	2	3	4	5	6	7
6. I have a very limited knowledge about the innovation.	0	1	2	3	4	5	6	7
7. I would like to know the effect of reorganization on my professional status.	0	1	2	3	4	5	6	7
8. I am concerned about conflict between my interests and my responsibilities.	0	1	2	3	4	5	6	7
9. I am concerned about revising my use of the innovation.	0	1	2	3	4	5	6	7
10. I would like to develop working relationships with both our faculty and outside faculty using this innovation.	0	1	2	3	4	5	6	7
11. I am concerned about how the innovation affects students.	0	1	2	3	4	5	6	7
12. I am not concerned about this innovation.	0	1	2	3	4	5	6	7
13. I would like to know who will make the decisions in the new system.	0	1	2	3	4	5	6	7
14. I would like to discuss the possibility of using the innovation.	0	1	2	3	4	5	6	7
15. I would like to know what resources are available if we decide to adopt this innovation.	0	1	2	3	4	5	6	7
16. I am concerned about my inability to manage all the innovation requires.	0	1	2	3	4	5	6	7
17. I would like to know how my teaching or administration is supposed to change.	0	1	2	3	4	5	6	7
18. I would like to familiarize other departments or persons with the progress of this new approach.	0	1	2	3	4	5	6	7

	0	1	2	3	4	5	6	7
	Irrelevant	Not true of me now		Somewhat true of me now			Very true of me now	
19. I am concerned about evaluating my impact on students.	0	1	2	3	4	5	6	7
20. I would like to revise the innovation's instructional approach.	0	1	2	3	4	5	6	7
21. I am completely occupied with other things.	0	1	2	3	4	5	6	7
22. I would like to modify our use of the innovation based on the experiences of our students.	0	1	2	3	4	5	6	7
23. Although I don't know about this innovation, I am concerned about things in the area.	0	1	2	3	4	5	6	7
24. I would like to excite my students about their part in this approach.	0	1	2	3	4	5	6	7
25. I am concerned about time spent working with nonacademic problems related to this innovation.	0	1	2	3	4	5	6	7
26. I would like to know what the use of the innovation will require in the immediate future.	0	1	2	3	4	5	6	7
27. I would like to coordinate my effort with others to maximize the innovation's effects.	0	1	2	3	4	5	6	7
28. I would like to have more information on time and energy commitments required by this innovation.	0	1	2	3	4	5	6	7
29. I would like to know what other faculty are doing in this area.	0	1	2	3	4	5	6	7
30. At this time, I am not interested in learning about this innovation.	0	1	2	3	4	5	6	7
31. I would like to determine how to supplement, enhance, or replace the innovation.	0	1	2	3	4	5	6	7
32. I would like to use feedback from students to change the program.	0	1	2	3	4	5	6	7
33. I would like to know how my role will change when I am using the innovation.	0	1	2	3	4	5	6	7
34. Coordination of tasks and people is taking too much of my time.	0	1	2	3	4	5	6	7
35. I would like to know how this innovation is better than what we have now.	0	1	2	3	4	5	6	7

STAFF MEMBER:

WEEKLY REPORT

APPENDIX 4

Activities and Reactions

Key Mileage Hours

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

Key: School Learning Climate = SLC
 Educational Personnel Development = EPD

Dissemination = D
 Institutionalization = I
 Community = C

WEEKLY PERCENTAGES

School Learning Climate _____

Dissemination _____

Educational Personnel Development _____

Institutionalization _____

Community _____

Anticipated events:

SoCQ Quick Scoring Device

A

DATE: _____

SITE: _____ SSN: _____

INNOVATION: _____

B

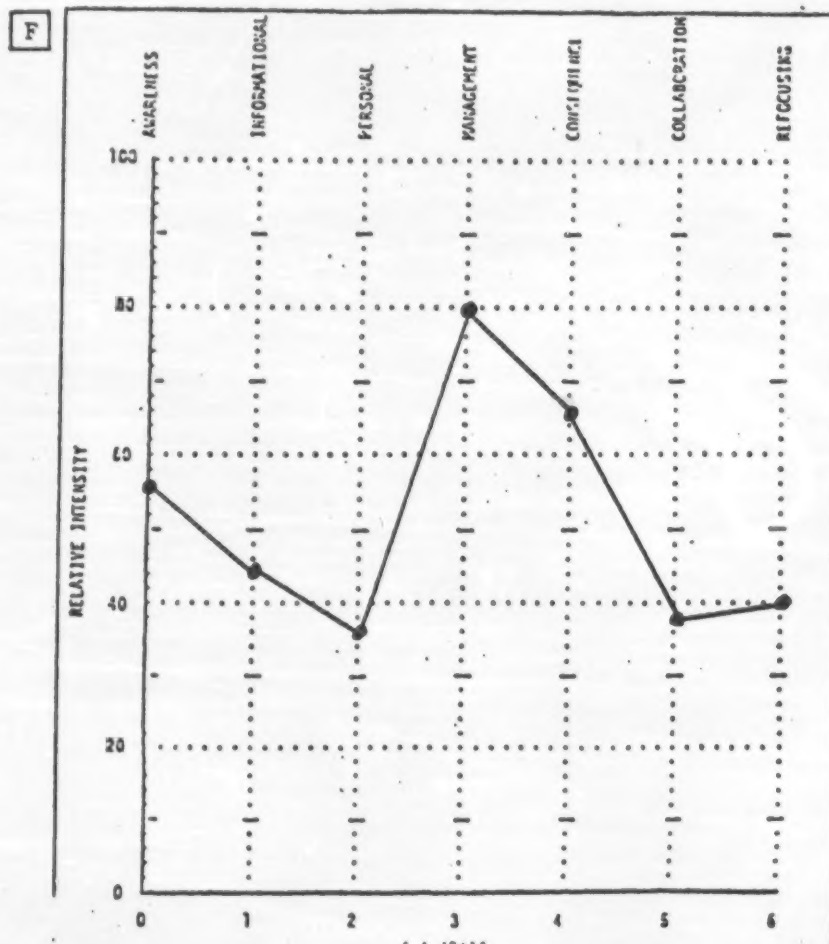
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

C

1	2	3	4	5	6
---	---	---	---	---	---

E

1	2	3	4	5	6
---	---	---	---	---	---



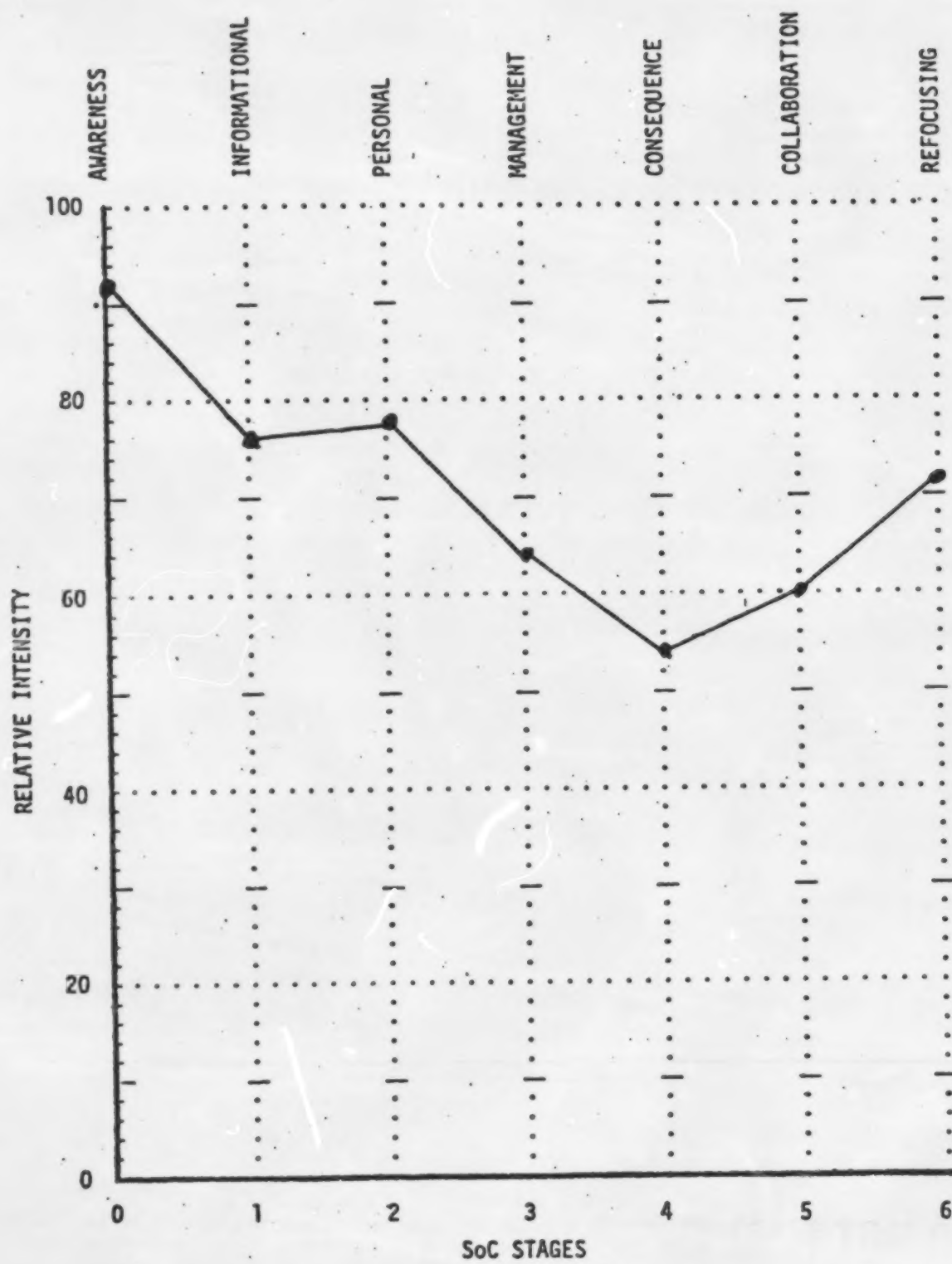
Margin for Scoring Page 1

D

Five Item Has Scale Score Total	Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
0	10	9	5	2	1	1	1
1	20	12	12	3	1	2	2
2	29	16	14	7	1	3	3
3	37	19	17	9	2	3	5
4	46	23	21	11	2	4	6
5	53	27	25	15	3	5	9
6	60	30	28	18	3	7	11
7	66	34	31	22	4	9	14
8	72	37	35	27	5	10	17
9	77	40	39	30	5	12	20
10	81	43	41	34	7	14	22
11	84	45	45	39	8	16	26
12	86	48	48	43	9	19	30
13	89	51	52	47	11	22	34
14	91	54	55	52	13	25	38
15	93	57	57	56	16	28	42
16	94	60	59	60	19	31	47
17	95	63	63	65	21	36	52
18	96	66	67	69	24	40	57
19	97	69	70	73	27	44	60
20	98	72	72	77	30	48	65
21	98	75	76	80	33	52	69
22	99	80	78	83	38	55	73
23	99	84	80	85	43	59	77
24	99	88	83	88	48	64	81
25	99	90	85	90	54	68	84
26	99	91	87	92	59	72	87
27	99	93	89	94	63	76	90
28	99	95	91	95	66	80	92
29	99	96	92	97	71	84	94
30	99	97	94	97	76	88	96
31	99	98	95	98	82	91	97
32	99	99	96	98	86	93	98
33	99	99	96	99	90	95	99
34	99	99	97	99	92	97	99
35	99	99	99	99	96	98	99

Margin for Scoring Page 2

Stage 3 Management concerns are relatively intense. The respondent is indicating high concern about time, logistics, or other managerial problems related to the innovation. The respondent is also somewhat concerned about students (Stage 4), but not concerned about working with other (low Stage 5, collaboration concerns). She/he does not have intense personal concerns about the innovation (low Stage 2).



This profile depicts various degrees of doubt and potential resistance to the innovation. This can be clearly identified by the intensity of Stage 2 - Personal Concerns in relation to Stage 1 concerns. Personal concerns override concerns about learning more about the innovation. Participants are much more concerned about his/her personal position and well-being in relation to the change than he/she is interested in learning more of a substantive nature about the innovation. Personal concerns normally have to be reduced before he/she can look at the innovation objectively. The very intense Stage 0 Awareness concerns suggest that the participants are very much concerned about the innovation, however, in this case personal concerns prove to be an obstruction.

Management and consequence concerns show relatively low intensity. The tailing-up of Stage 6 - Refocusing concerns provides further information about the attitude of the respondents toward the innovation. When Stage 6 concerns tail up, then one can infer that the respondents have other ideas that they see as having more merit than the proposed innovation.

RECOMMENDATIONS

Participants of the class need to confront their personal concerns regarding the innovation. This can probably best be accomplished by discussion groups, informal talks or personal one-to-one discussion. Identifying and resolving these personal concerns may lead to more regard for consequence concerns.

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